

FOR THOSE WHO WISH TO TEACH

Questions Put to Applicants For County Certificates.

EXAMINATION HELD MAY 6.

Prepared by the State Superintendent of Public Instruction to Test the Mental Qualifications of Those Who Seek Positions as Teachers in the Public Schools.

Following is the list of questions as prepared under direction of the state superintendent of public instruction and submitted at the county examinations for teachers May 6 for elementary school certificates:

ARITHMETIC.

- Mr. A. needs in cash \$720. He borrows it at 6% for 3 yr., 5 mo., 24 da. For what amount must he give his note so as to include the interest, the lender requiring the interest to be paid in advance?
- Taxes being 15 mills on the dollar, which would yield the larger income, U. S. 3 1/2% bonds or R. R. bonds bearing 4 1/2%? The difference on a \$500 bond?
- What is the ratio of 8/15 to 12/45? Or 9/10 to 10/12?
- What is the duty on 18 pieces of carpeting, of 60 yds. each, invoiced at 45c per yd., specific duty being 38c per yd., and the ad valorem duty 35%?
- Mr. B. sold two houses for \$3600 each. On one he gained 25%, on the other he lost 25%. What was the total gain or loss on the whole transaction?
- Two men together receive \$600 for grading; the first furnishes 3 teams for 15 days, and the second 4 teams for 18 days. How much should each man receive?
- To find the height of a tree, I erected a stick 5 feet high, cast a shadow 1 ft. 9.5 in. The shadow of the tree at the same time was 48 ft., 10 in. What was its height?
- Reduce $\frac{294}{495} \times \frac{8}{9} + .01$ to a decimal.

READING.

- What three lines of preparation may be necessary in an intermediate class before the children are ready to give a selection of a favorable reception?
- The remainder of the examination in reading is oral. The examiner will conduct this oral examination following any plan desired.

AGRICULTURE.

- Describe some of the ways in which the particular variety of a fruit is transmitted to another tree or bush or vine.
- Tell the life history of the codling moth.
- What is the effective method of preventing serious damage from it?
- What forage crop is grown most extensively in your community? What reason do you assign for this?
- Compare sand and clay soils as suitable for the production of crops.
- Describe a typical dairy cow and compare her with a beef cow.
- What is to be gained by careful selection?
- What benefits accrue from a good crop rotation? Give two or three rotations suited to your county.
- What can you do to promote the boys' and girls' club work in your school community?

HISTORY.

- How was it an advantage to America to have many religious sects settle here?
- Why did the secession movement in the South result in war?
- Give a biographical sketch of the public life of one of the great Civil War leaders—either a military or a political leader.
- What are the purposes of world's fairs? State the place, date and occasion of one of those held in our country.
- Give some historical facts about some important reform movement, and state the results or the present status of the movement.
- Why was it next to impossible for England to govern the American colonies? In what ways did England act unfairly toward them?
- Tell somewhat fully about one of these: (a) Jay's treaty; (b) The X Y Z affair; (c) The Alien and Sedition laws.
- Give a short account of what you consider one of the most interesting journeys of exploration that you have studied in connection with American history. What full account of it have you read?

THEORY AND PRACTICE.

- (Take two of the groups below entire.) Group A. (Based on Parker's The History of Modern Elementary Education.) 1. What are some of the theories regarding reading developed by recent educational thought?
2. What are some of the elements of Froebel's curriculum?
3. What are the peculiarities of the Grube method?
4. Discuss the methodical treatment of subject matter and the correlation of subjects. By whom were these especially advocated?
- Group B. (Based on Morehouse's The Discipline of the School.) 1. What is the greatest and fundamental problem, the solution of which will prevent most "discipline" in the classroom?
2. In what respects are three of the following modes of punishment undesirable: threats, keeping after school, extra tasks, whipping, nagging?
3. In discussing the character of the teaching force ten types of teachers are listed who can hardly hope to succeed. Make a list of a number of such types.
4. Show how the proper ideal in some item of school management can be improved upon the pupils and established.
- Group C. (Based on no particular text.) 1. What is the proper basis for form-

ing correct methods of teaching or for testing out's methods?

2. Discuss the importance of definite assignment of lessons.
3. Outline a lesson, showing that you are planning to teach it to as exercise the pupil's thought.
4. Why should we look forward to the consolidated or centralized school as the school of the future?

PHYSIOLOGY.

1. Explain some of the ways in which the skeleton serves as a protection.
2. A certain text names eleven causes of indigestion. Mention and comment upon at least four.
3. Give your strongest argument against the use of tobacco.
4. Explain as you would to a class how it is that we feel, that is, how we get from an object the sensation of feeling.
5. Explain the theory of vaccination.
6. Where is the lymph? What is the use of it?
7. Draw a diagram of the heart and explain its action.
8. Write a paragraph on "The Struggle Between the Body and the Gerns."

LITERATURE.

1. Divide American literature into periods and give the extent of each.
2. For what is John Eliot remembered in American Literature?
3. Write a short biography of Benjamin Franklin, naming his chief literary works. Repeat at least a sentence from one.
4. Who was the author of the "American Flag"? Under what circumstances was it written? Quote one stanza.
5. Who wrote Freedom of the Will, Knickerbocker's History, The Pilot, The Gold Bug, The Innocents Abroad, The Vision of Sir Launfal?
6. Select some favorite poem suited to 6th, 7th or 8th grade; outline it for class study.
7. In what year did Shakespeare die? Where was he born? Repeat 3 quotations from his works.
8. Name two English Historians; two American. (Do not count writers of school history; such as American novelists, giving one novel by each.

GEOGRAPHY.

1. Name three cities whose development is due to geographical conditions, and explain.
2. Name and locate five great geographical features of the United States that you would like to visit and give your reasons.
3. If you should take a trip around the world what places would you want to visit especially, and why?
4. Connect the names of ten counties of Ohio with historical people or events.
5. In traveling across Ohio on any railroad, through what counties would you pass?
6. Name at least six towns and counties in Ohio where summer schools will be held this year.
7. Locate three rivers that have distinctive historical significance and explain their relation to history.
8. If the earth's axis were inclined 25 degrees, what would be the width of the zones?
9. Name ten cities of Ohio in the order of size.
10. What features of the "Arbor and Bird Annual" did you make use of in your school on Arbor Day?

GRAMMAR.

1. Write sentences using who in the nominative, possessive and objective. State what gender, number and person it has in each of your sentences.
2. Form all the inflections (including progressive and passive forms) of sell, and use each in a sentence.
3. Should we say "his work looks good" or "her work looks good"? What principle governs in such cases?
4. Explain fully how possession is denoted.
5. What is an abstract noun? Do you teach that nouns are proper nouns, and class, collective and abstract nouns? If you teach something of the kind, what is the purpose or practical benefit of it?
6. What exercises are described in the State Course of Study to train children out of common grammatical mistakes?
7. What is the number of a verb after (a) a collective noun, (b) you, (c) a relative pronoun, (d) a compound subject, (e) subjects connected by or, (f) either?
8. Conjugate the verb help in the active indicative present and past perfect (simple form); in the active subjunctive past (progressive form); and in its passive indicative past, and future perfect (simple form).

ORTHOGRAPHY.

1. (20%). Make and name all the diacritical marks used to determine pronunciation. Use words illustrative of the use of each mark.
2. (20%). Mark diacritically: ambergris, technique, viliate, warranty, spinach, roseate, rostrine, obelisk, decollete, larynx. (Words selected from Official List of Words, Ohio State Spelling Contest.)
3. Spell and define first 10. gerrymander, hypocrite, loathe, matricide, solstice, rubicund, phalanx, peristaltic, vulcanize, stupa, Okla. soma, Pompeii, tissue paper, Philippines, trellis, unmyth, scurgle, mosquito, hicough, myrrh, emulsion, epilogue, ereose, caffeine, laqueous, aqueduct, almanac, titillate, Fahrenheit. (Words selected from Official List of Words—Ohio State Spelling Contest.)

HIGH SCHOOL AGRICULTURE.

1. Describe what you consider the proper cultivation of an apple orchard.
2. Give four rules for the proper feeding of farm animals.
3. In what ways may the teacher induce boys and girls to remain on the farm? Under what circumstances should the teacher not attempt to do so?
4. What are the characteristics of a good road? How may they be secured? State the economic benefits of good roads.
5. Tell something of the losses suffered from insect pests, such as suits, etc. What causes these troubles? Describe the method of treatment for at least one such disease.
6. What benefits accrue from a good crop rotation? Give two or three rotations suited to your county.
7. Explain how a plant secures its food material and give the names and sources of each element required.
8. Compare the live stock and grain systems of farming as to qualifications of manager, equipment and financial returns.

Get in Tune

The satisfactory aroma of a good coffee is a very delicate and elusive property.

It may be lost in the growing by the mistakes of man or the pranks of nature.

Some apples are good to eat—some are good for pie, and some are good for nothing.

Same way with coffee

Several individual coffees may be perfectly good, still it is easy to strike a discordant blend.

A master mind blended Red, White and Blue Coffee. It is an harmonious blend.

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STATE CONGRESS

Boys and Girls Sunday School Congress at Findlay, June 19th and 20th—Bryan Heise of Fulton County President of Fourth Annual Boys Congress.

Rag time music is to be barred from the Boys' and Girls' Congress which will precede the State Sunday School Convention at Findlay, June 21 and 22, according to announcements which have just been sent to all the counties of the state.

A maximum of 20 boys and 20 girls per county is the allowance, but a limit of 500 is placed on each Congress. The more remote counties sending small delegations will receive the nearest to Findlay to have their full quota, it is believed.

This will be the fourth annual Boys' Congress and the third annual Girls' Congress. Each body will meet separately on June 19 and will combine on June 20 in a joint demonstration before the State Sunday School association. A Friendship Supper will be served on the campus of Findlay college on the first night of the Congress and each county will be expected to respond with an original song in lieu of a toast. After the supper there will be a mammoth camp fire and the ceremony will conclude with the program of the Colby Circle.

Delegates to the Boys' and Girls' Congress, like delegates to the Sunday School Convention, will receive entertainment at the hands of the citizens of Findlay. Members in either Congress is confined to boys and girls of the teen age.

The officers of the Boys' Congress are: president, Bryan Heise, of Fulton county; vice president, Marvin Clark, of Butler; secretary, Haylen Edwards, of Franklin; assistant secretary, George Reynolds, of Columbus; treasurer, Vernon St. Clair, of Muskingum. Miss Leah Pinto, of Ross, is president of the Girls' Congress, and Nellie Murphy, of Muskingum, is secretary.

YOUNGEST LAW GRADUATE.

The youngest student ever graduated from the College of Law of the Ohio State University, is the son of Louis W. Josephson, aged 20, who will be graduated next month. Josephson will be forced to wait six months before he can take the state bar examination to practice in Ohio. He will open offices in the city after taking the examination in December. Not content with leaving the university credited with receiving the highest grades ever given a law student, he has been active along other lines. The Menorah Society, the Athenaeum Literary Society, Young Men's Club, and the Young Men's Sabbath School, and engaging in social work in the city, engaged his attention, in spite of the fact that he worked his way through college.

TAKE TRIP TO ALASKA.

Necessitating a 400-mile trip over the Alaskan mountains and glaciers, Harold W. McCracken, special student at the Ohio State University, will head a scientific expedition to Alaska May 12. The purpose of the trip is to collect animals to be mounted in the proposed natural history museum of this University. Part of the equipment of the party will be a motion picture camera, so that pictures of mountain goats, sheep, black bears, deer and other game can be taken. Plans for the trip were made through the co-operation of Curator William C. Mills of the Archaeological Museum of the University.

Watch Child For Worms. Worms sap child's strength, rob child of food and make child fretful, irritable, nervous. Watch stool and at first sign or suspicion of worms give one-half to one lozenge Kickapoo Worm Killer, a candy worm remover. Gives immediate results, is laxative. Paralyzes and removes worms, improves digestion and general health of child. Continuing giving Kickapoo Worm Killer until all signs of worms are gone. 25c at your Druggist.

Well-Kept Shops. Keep thy shop and thy shop will keep thee. Light gains make heavy purse. 'Tis good to be merry and wise.—George Chapman.

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Dr. Edwards' Olive Tablets act gently but firmly on the bowels and liver, stimulating them to natural action, clearing the blood and gently purifying the entire system.

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The Olive Tablet Company, Columbus, O.

Wife's Ingratitude.

"All my efforts to be useful around home come to naught," wailed an Atkinson man. "The other day it entered my head to do the family washing. But because I put tea towels in the washing machine with white clothes, and later put colored clothes with white clothes, and still later washed dishes with water I took from the washing machine after the washing was done, my wife ordered me to leave the premises."—Kansas City Star.

For burns apply Hanford's Balsam lightly. It will take the fire out.

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CO-OPERATION

How Universities Co-operate With High Schools—An Educational Co-operation Which Makes Big Universities and Colleges Popular—Wauseon High School Participates

The following article will have added interest to our readers when it is known that for a number of years the Wauseon Schools have maintained co-operative relations with the Ohio State University, Chicago University and other big Universities and Colleges.

One of the most interesting educational developments in recent years is the manner in which universities have become popular institutions. Everyone knows today that they are as clearly "for the people" as they used to be for the fortunate "elect." The big universities now reach out a helping hand to the smaller secondary schools. It makes no fundamental difference whether these schools happen to be in great cities or in small towns. The relationship is the same. And it is of interest in this connection to note how the privately endowed colleges vie with the public state university in being a "big brother" to the high schools.

Every state university calls into council superintendents of high school principals from every part of the territory covered by its sphere of fact. Today they receive no more attention than a short time ago athletic events almost exclusive points of contention than that given to occasions upon a purely educational level. The colleges and universities no longer look down upon the high schools, but with mutual interest and sense of equality, combine for promoting the interests of which they speak in common.

The "big brother" attitude of the university toward hundreds of training school of the country more or less "just grew." It may be that the new conception of educational relations was sure to express itself at a certain period in the development of educational technique. At all events, it was taken up with gravity by numerous state universities, and at its founding by the University of Chicago, which has probably given the matter more attention than any other strictly private institution.

The original plan of this university was unique in that two types of relationship were contemplated. One was known as affiliation, which involved no financial relationship, but gave the University control of the secondary school's educational procedure. Obviously, such an arrangement could enter into only in the case of private secondary schools. The relationship between the University and public high school was therefore put on a different basis, and was from the outset designated by the term "co-operation."

By the process of elimination, the University of Chicago has adopted a system which comprises "accredited" schools, from which a graduate preparing regular high school blanks, is endorsed by the faculty and principal and showing that the required amount of prescribed subjects of college preparatory work have been done, will be accepted at the higher institution without entrance examinations. In addition, the officers of the "co-operating" school have the privilege of nominating one member of each graduating class for an honor scholarship at the University. Other scholarships in this newer system of co-operation are granted to the boy and girl winning in an annual oratorical contest held at the University and to seniors in co-operating schools who pass a competitive examination in certain subjects.

As one considers this new method of co-operation, it grows increasingly interesting. For instance, the principal, superintendent and instructor in co-operating schools are members of an educational conference held annually in Chicago, at which time the best of the higher and secondary institutions are given the strength, and matters of mutual concern naturally considered. Moreover, many of the high school instructors join the ranks of graduate students at the

University of Chicago during its Summer Quarter, which is perhaps the busiest and most varied season at the big Middle West seat of learning. The friendly spirit of their relationship is indicated by the University's half rate granted to such instructors. Junior College classrooms at the University are open to these secondary teachers for observation, and often many of the co-operating instructors sit as visitors to see what really is expected of their charges when they reach the college lecture door.

To further this alliance, there is a standing committee made up of instructors from the University and secondary schools, and each high school furnishes annually data concerning studies offered and its teaching staff, together with other details that may be of benefit.

Such in the main is the general plan developed by this single university, which in many ways has been the pioneer in the co-operative movement, and which still is unique in the system it has perfected. But co-operation is continually taking on new and more intimate forms. Now arrangements have been made with certain high schools whereby excellence in high-school may receive excess credit toward entrance at the University, and other arrangements include the granting of Junior College credit for work done under prescribed conditions in co-operating schools. To give advance credit for high school work is indeed a far step forward.

At present, there are 430 high school co-operating in this plan with the University of Chicago. Of this number, 28 are in the state of Ohio. In all, thirty different states are represented, a fact which may tend to prove that out of the chaos of plans springing from the vital need of co-operation some twenty-five years ago, a definite course has gradually formed which meets the requirements, and materially strengthens, dignifies the integrity, and scholastic standing not only of the secondary schools, but also of the colleges and universities affected.

LIFE OF SAVAGE

Aliments Almost Unknown by Aborigines Are Common Now.

The theory that most of the ailments of today are caused almost entirely by those habits that distinguish the white man from his long ago brother, the savage, is more widely discussed every day.

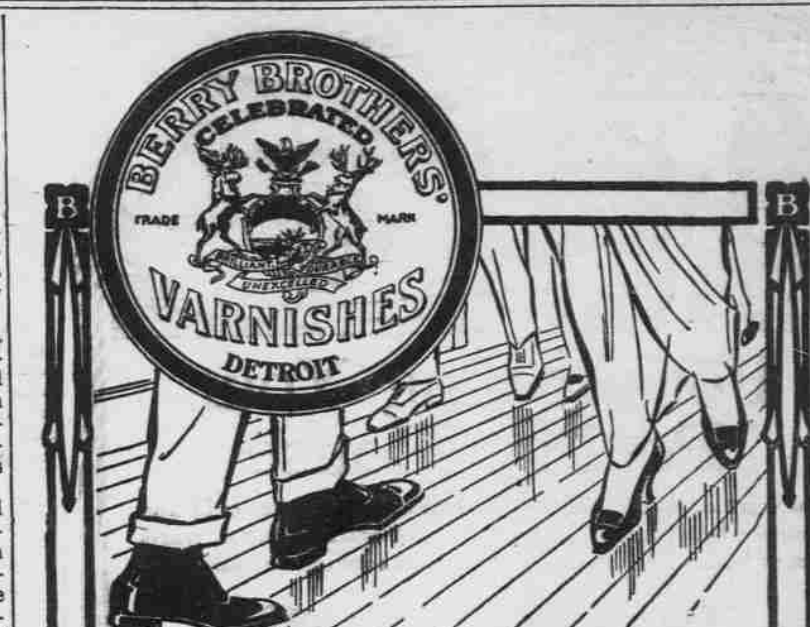
The savage, in many ways, was a more sensible being than the man who seized his birthright. It has been said, by medical authorities, that nine out of ten cases of sickness can be traced to a disordered stomach, and the ailments are due, in a large measure, to excessive eating and drinking and to little healthful exercise.

Common sense should be used in our mode of living. It was with this end in view that Joseph Von Trimbach, the noted chemist and originator of so many health aids, gathered herbs, roots, barks and flowers from the most remote parts of the world and spent years of his life in experimenting and study before he arrived at the solution of the problem of relieving stomach troubles. He named his discovery Tanlac. Tanlac has met with instant favor wherever it has been introduced. It has created a romance in the business world, and hundreds of thousands of sufferers have realized the benefits of this great constructive tonic.

Tanlac is believed to be nature's favorably, because of the nature of its ingredients on ailments of the stomach, liver and kidneys, and on catarrhal affections of the mucous membranes, which, when neglected, are so often communicated to the vital organs themselves, than any other known preparation. This ideal reconstructive tonic, appetizer, invigorant and builder of tissues has been lauded by men and women in all walks of life. It has proved a boon for sufferers from those all too common ailments.

Tanlac now is being especially introduced in Wauseon, at Fink & Haumeser's Drug Store where the Tanlac man explains its merits and the results which may be expected from its use.

Tanlac may be obtained in Fayette, at the King Drug Store; Bryan, Culbertson Drug Co.; Napoleon, J. S. Schaff.



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How Katydid Sings Its Song.

The sounds made by the katydid are produced by the friction of the labrets (little drums) in the triangular overlapping portion of each wing cover against each other and are strengthened by the escape of air from the sacs of the body. The katydid has been called the "testy little dogmatist."

Holding Out on Sundays.

I don't know how it is in your church, comments Deacon Bert Walker, but I know that in mine it every member gave one-tenth of all he made to the Lord we could hire the finest preacher in New York city and build a church building 12 stories high and then have money enough left to save a whole army of heathens.—Kansas City Star.

His Failure.

"Ah! What scanty knowledge we have of what the future holds in store for us!" solemnly remarked Professor Pate. "When I was a freckle-faced lad, woe the name of one of the other of my superior toes chronically turned back like the clasp of an old-fashioned portmanteau, how little did I realize that I should grow up and not be president!"—Kansas City Star.

I now have on hand four car loads of buggies for the spring trade. I make a specialty of the celebrated Cron and Eckhart buggies. Call on me if in need of a buggy. I can please you both in quality and price.

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